

The Keystone Academy School Development Plan 22-24

YES Trust Priority	Focus	Intent	Impact
World Changing Education 1	Culture of high-quality education	<p>To embed a culture of high-quality education that raises standards through the empowerment of staff.</p> <p>Quality of Education is driven through 'Instructional Leadership', focusing on the 'Instructional Core' pedagogy. Leaders ensure all staff are accountable for placing learning at the heart of their practice, maximising the potential of all pupils and staff.</p>	<ul style="list-style-type: none"> Staff feel valued, empowered and motivated to provide the quality education that engages and inspires all learners to achieve their best possible outcomes. Staff are supported and held to account for the quality of learning and teaching across the school Curriculum design embeds enquiry-based and thematic learning, inspiring learners to engage and achieve their highest possible outcomes
World Changing Education 2	Culture of safeguarding	Safeguarding is cultural throughout the school, with all training, protocols and processes fully up to date and firmly established.	All pupils who attend Keystone feel safe and happy. All safeguarding concerns are dealt with quickly and effectively, including low-level concerns.
World Changing Education 3	Culture of positive attitudes to learning	To create and embed a culture of positive attitudes to learning amongst all pupils.	Pupils become powerful learners with enquiring minds, confident to take risks in their learning and equipped with the skills to explore, evaluate and apply new knowledge and understanding
Leading with Passion 1	Instructional Leadership	<p>Leaders will ensure Keystone Academy grows and develops effectively, ensuring the school culture places the instructional quality and pupils' holistic achievements at the heart of practice.</p> <p>Using an 'Instructional Leadership' approach, leaders will model, nurture, support and challenge staff, embedding a culture of reflective practice which continuously improves.</p>	<ul style="list-style-type: none"> The pupils' learning journeys will be at the very core of all that is co-created and collaborated upon, so that all pupils maximise their potential. Staff feel valued, empowered and motivated to continually improve their practice, understanding their accountability for and impact on outcomes. Leaders support and identify opportunities for staff growth and development across the school
Leading with Passion 2	Local Governance	A Local Support Board (LSB) will be established who share the vision of the YES Trust, to provide appropriate support and challenge of the leadership within Keystone Academy, securing excellent outcomes for all learners	Measures are in place for effective scrutiny, feedback and validation, ensuring Keystone is quality assured against targets and the quality of practice to deliver truly world changing education which prepares all pupils for their next steps in life.
Growing Our People	Culture of lifelong learning and development	To create a culture of lifelong learning and development, recognising practitioners as experts in their field, ensuring that all staff maximise their potential, resulting in high quality impact on pupil outcomes.	Staff become lifelong learners with a desire to improve practice through personal development. Staff will have autonomy to lead areas and groups, sharing good

			practice, collaborating widely on all aspects of school life.
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World Changing Education 1 – Culture of high-quality education

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		See 1a - Curriculum
Cost:	Responsible: AB / DB	See 1b - Assessment
Staff time: h	Monitor: HP / BL (Chair)	See 1c – Literacy - SLCN
YES Trust Priority Links Leading with Passion	Ofsted Links Quality of Education	See 1d – Literacy - Reading
		See 1e – SEND
		See 1f – Quality of teaching
Intent: <i>To embed a culture of high-quality education that raises standards through the empowerment of staff.</i> Quality of Education is driven through 'Instructional Leadership', focusing on the 'Instructional Core' pedagogy. Leaders ensure all staff are accountable for placing learning at the heart of their practice, maximising the potential of all pupils and staff.		Impact: <ul style="list-style-type: none"> • Staff feel valued, empowered and motivated to provide the quality education that engages and inspires all learners to achieve their best possible outcomes. • Staff are supported and held to account for the quality of learning and teaching across the school • Curriculum design embeds enquiry-based and thematic learning, inspiring learners to engage and achieve their highest possible outcomes • External monitoring quality assures the 'culture of high-quality education', ensuring progress against the intent is achieved throughout the development and growth phase of the school

World Changing Education 1a - Curriculum

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		Leadership ensures a consistent approach to curriculum design, planning and assessment, embedding enquiry-based approaches to learning and teaching.

Cost:	Responsible: DB	LTP and MTP curriculum documents developed and in place, demonstrating progression in learning across subjects, that prepare pupils for next stage of education
Staff time: h	Monitor: AB / HP	Thematic and enquiry-based curriculum documents developed and in place across KS2 and KS3 and ensure a well structured, sequenced learning experience which build on prior subject knowledge as pupils progress through the themes
YES Trust Priority Links Leading with Passion	Ofsted Links Quality of Education	Development plan in place to extend and expand curriculum to provide a broad and balanced curriculum as school increases in size / move to new premises
		Curriculum design reflects pupil interests and needs, incorporating opportunities that are tailored to a variety of learning styles
Intent: To develop a specialist curriculum that recognises the complexities of pupils' needs, identifies gaps in learning, enabling specific and focused knowledge and skills to be developed. To embed an enquiry-based and thematic approach to learning.		Impact: <ul style="list-style-type: none"> • The specialist curriculum engages all learners, regardless of their needs, inspiring curiosity and a joy of learning. • Pupils' learning is embedded through the thematic curriculum, as connections between subjects are enabled and well sequenced • The curriculum is underpinned by quality planning, practice and assessment with a thematic and enquiry-based approach across all subject areas. Each area of the curriculum has a clear intent, strategies for implementation and measurable impact.

World Changing Education 1b - Assessment

RAG:	Dates: 2022-2024	Success criteria
Status: In Progress		A consistent approach to assessment and marking provides meaningful feedback and encourages pupil agency in their own learning.
Cost:	Responsible: DB (Supported by KT)	Accurate and consistent use of data (baseline, formative and summative assessments) is used in a robust way to identify areas for support, interventions and to measure progress.

<i>Staff time: h</i>	Monitor: AB / HP	Formative assessments are consistently used across the school to inform planning and teaching
<u>YES Trust Priority Links</u> Leading with Passion	<u>Ofsted Links</u> Quality of Education	Parents / carers are kept informed about their child's learning and wellbeing (informally and formally), enabling quality dialogue, support and collaboration to ensure best possible outcomes for all pupils.
		Collaboration with external agencies supports further, targeted assessment of needs, as required (e.g. SALT, EP, OT), ensuring an holistic understanding of pupils.
		Person Centred Plans (PCPs) accurately reflect areas for development, with a clear link to EHCP outcomes
Intent: To use assessment purposefully to inform understanding of pupil needs and to enable accurate provision of learning opportunities.		Impact: <ul style="list-style-type: none"> • A robust, evidence-based approach to assessment is developed, whereby data is used to inform and ensure quality outcomes for all learners. • Assessments are used consistently and accurately to provide tailored and differentiated learning experiences for all pupils. • Pupils and parents / carers are informed of progress throughout the year, enabling agency in own learning journey.

World Changing Education 1c Literacy – Speech, Language & Communication (SLCN)

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		All staff have an understanding of speech, language and communication needs (SLCN) and how to differentiate to meet the needs of all learners. This may include methods of non-verbal communication.
Cost:	Responsible: KT	The whole school environment is 'Communication Friendly'
<i>Staff time: h</i>	Monitor: AB	All lessons incorporate opportunities for oracy skills to be developed.
<u>YES Trust Priority Links</u> Leading with Passion	<u>Ofsted Links</u> Quality of Education	Social times are utilised to promote social and communication skills
		Pupils receive targeted support from a Speech and Language Therapist (SaLT) where needed
		Support staff deliver specialist interventions, targeting SLCN
Intent:		Impact:

To embed the development of speech, language and communication skills across the curriculum, within and beyond the classroom.	Pupils can communicate effectively with others, developing speech, language and social communication skills
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World Changing Education 1d Literacy - Reading

RAG:	Dates: 2022-2024	Success criteria
Status: In Progress		Staff are skilled to teach reading across the school, ensuring all levels of readers are supported
Cost:	Responsible: DB	Daily opportunities to read occur throughout the school, encouraging reading for pleasure and purpose
Staff time: h	Monitor: AB / HP	Reading is incorporated across the curriculum
<u>YES Trust Priority Links</u> Leading with Passion Growing our people	<u>Ofsted Links</u> Quality of Education	A variety of high-quality reading materials are available for pupils of all reading abilities
		Accurate assessments (NGRT, YARC, Dyslexia screener) are used to identify reading abilities and challenges, enabling targeted support and interventions
		Precision teaching is used as a targeted intervention to support individuals
Intent: To embed reading as a master skill across the curriculum.		Impact: <ul style="list-style-type: none"> • Pupils with specific reading difficulties (e.g. SpLD, Dyslexia) are identified and appropriate interventions enable improved skills and confidence as readers. • Pupils' progress in reading is evident through robust analysis of assessment and intervention data. • Pupils become more confident readers able to access the wider curriculum independently as well as a range of texts and communications • Pupils overcome barriers to accessing the curriculum and exam questions, leading to better outcomes.

World Changing Education 1e SEND

RAG:	Dates: 2022-2024	Success criteria
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		Staff have a good understanding of neurodivergent learners, their learning styles and needs, embedding into practice within and beyond the classroom.
Status: <i>In Progress</i>		Staff have a good knowledge and understanding of keys areas of SEND, focusing specifically on: ASC, ADHD, SLCN, SEMH – mental health, Dyslexia
Cost:	Responsible: <i>KT</i>	Quality differentiation is embedded across the curriculum to meet all learner needs
Staff time: <i>h</i>	Monitor: <i>AB</i>	SEND diagnostic tools are utilised to gain a fuller understanding of complex needs
<u>YES Trust Priority Links</u> Leading with Passion Growing our people	<u>Ofsted Links</u> Quality of Education	The environment is adapted to support a variety of learner needs
		External agencies support identification of need and access to resources, including staff training (e.g. SaLT, OT, EP, Inclusion Service)
		Every pupil has an Personal Support Plan (PCP) linked to their EHCP outcomes, which is reviewed termly
		Annual reviews are implemented using a person-centred approach, involving all stakeholders
		Boxall Profiles are used to identify social and emotional development needs in all pupils, enabling tailored targets, support and interventions to be put in place
		Progress in social and emotional development is monitored and tracked via Boxall Profiles.
		SEMH needs are supported effectively through interventions including the school counsellor
		Staff have an awareness of a variety of mental health needs and how to support and signpost effectively
Intent: To ensure the different SEN of all pupils are recognised and adapted to, enabling everyone to be fully included in all activities and learning opportunities across the school. To ensure EHCP outcomes of all learners are met	Impact: <ul style="list-style-type: none"> ● Pupils' needs are understood holistically and met effectively, allowing for a well-rounded and supportive education. ● Staff are confident to differentiate the curriculum to meet all learner needs. 	

World Changing Education 1f Quality of teaching

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		Staff will have a good understanding of the Instructional Core, knowing that it underpins all learning and teaching and will continually reflect upon and adjust their practice to provide bespoke learning experiences that engage and inspire pupils.
Cost:	Responsible: AB / DB	Teachers will have the necessary knowledge and skills to ensure lesson content is relevant and sequential and learning is broken down into manageable chunks, so that progress is made.
Staff time: h	Monitor: AB / HP	Instructional rounds will inform areas of strength across the school and identify common 'theories of action' to embed good practice consistently
		Staff will engage in coaching triads, providing peer support and opportunities to collaborate, share, reflect and embed good practice, improving learning and teaching experiences in and beyond the classroom, with a focus on embedding curiosity, creativity and enquiry.
YES Trust Priority Links Leading with Passion	Ofsted Links Quality of Education Leadership & Management	Structured PDMs, alongside line management support, will provide support and challenge to staff, ensuring expected standards of teaching and learning are met.
		All teaching is judged to be at least good. Where it is less than good, measures are put in place to challenge and support, to enable this to improve.
		Tailored professional learning will support staff to develop their skills and enhance their practice. May include: mentoring, shadowing, training events, peer support.
Intent: To develop and maintain high standards of learning and teaching across the academy, based upon the Instructional Core, ensuring all staff are reflective practitioners who inspire		Impact: <ul style="list-style-type: none"> • There will be a high level of engagement from pupils, demonstrating enthusiasm and curiosity about their learning. • Lessons will be at least good across the school, demonstrating positive outcomes for all learners.

all children to be curious and enquiring learners.	<ul style="list-style-type: none"> Staff will feel supported and be confident to provide high quality learning experiences for all of our complex learners.
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World Changing Education 2 – Culture of safeguarding

RAG:	Dates: 2022-2024	Success criteria
Status: In Progress		See 2a - Safeguarding
Cost:	Responsible: AB / EH	See 2b - Attendance
Staff time: h	Monitor: AB / HP / Link governor	See 2c – Trauma-informed working
<u>YES Trust Priority Links</u> Leading with Passion	<u>Ofsted Links</u> Personal Development Behaviour and attitudes Leadership & Management	
Intent: Safeguarding is cultural throughout the school, with all training, protocols and processes fully up to date and firmly established. Regular communication is embedded into routines and systems, cases are regularly reviewed for maximum impact on pupils' safety and wellbeing.		Impact: A culture of safeguarding is evident in every aspect of school life, with all staff appropriately trained and confident with expectations, protocols and processes, ensuring all pupils are safe and can thrive.

World Changing Education 2a –Safeguarding

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		Authentic relationships are established between all stakeholders, ensuring a culture of trust and safety is embedded throughout the school.
Cost:	Responsible: AB / EH	All pupils feel safe, have a 'safe' adult with whom to communicate in times of difficulty / challenge or crisis and are fully aware of safeguarding systems and processes within school.
Staff time: h	Monitor: AB / link governor	All staff are trained and able to articulate the school's approach to safeguarding, confident in their use of systems and processes within school and are aware safeguarding is a priority for everyone.
<u>YES Trust Priority Links</u> Leading with Passion Growing Our People	<u>Ofsted Links</u> Personal Development Behaviour and attitudes Leadership and Management	Staff and visitors, including parents /carers, feel safe and confident to share any concerns they have about a child
		Clear lines of communication are embedded with all stakeholders, including parents / carers and external agencies
		Pupils are taught how to keep themselves safe through PSHE / RSE lessons, including online safety, bullying and relationships, via a broad and balanced curriculum
		Procedures and support systems are in place to prevent bullying or child-on-child abuse. When incidents do occur, they are responded to efficiently and effectively, ensuring all parties are supported and the bullying stops.
		All governors are trained in safeguarding and an identified link governor provides support and challenge for safeguarding lead, ensuring statutory requirements are met and excellent practice is achieved.
Intent: Safeguarding is cultural throughout the school, with all training, protocols and processes fully up to date and firmly established. Regular communication is embedded into routines and systems, cases are regularly		Impact: All pupils who attend Keystone feel safe and happy. All safeguarding concerns are dealt with quickly and effectively, including low-level concerns.

reviewed for maximum impact on pupils' safety and wellbeing.	
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World Changing Education 2b –Attendance

RAG:	Dates: 2022-2024	Success criteria
Status: In Progress	Ref?	An environment and culture is created whereby pupils attend school and feel safe, valued and heard, empowering them to thrive in and out of the classroom.
Cost:	Responsible: EH	Processes and procedures are in place to ensure early identification of attendance related concerns
Staff time: h	Monitor: AB	Attendance data is reviewed and analysed regularly, leading to identification of barriers and appropriate support leading to improved attendance.
<u>YES Trust Priority Links</u> Leading with Passion Growing Our People	<u>Ofsted Links</u> Personal Development Behaviour and attitudes	All pupils make progress with their attendance from their starting point, achieving their individual targets set.
		Whole school attendance will at least match national average for special schools (88.2%) and will compare with YES Trust special school (Axis) attendance data
Intent: Positive attitudes to attendance is cultural throughout the school, with processes and protocols fully established and embedded. Regular communication is embedded into routines and systems, cases are regularly reviewed for maximum impact on pupils' safety and wellbeing.		Impact: All pupils who attend Keystone feel safe and happy. Good attendance leads to improved safety, welfare and outcomes for all pupils

World Changing Education 2c –Trauma-informed working

RAG:	Dates: 2022-2024	Success criteria
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Status: <i>In Progress</i>		An environment and culture is created whereby pupils attend school and feel safe, valued and heard, empowering them to thrive in and out of the classroom.
Cost:	Responsible: AB	A trauma-informed approach is adopted by all staff when supporting and understanding pupils, families and colleagues.
Staff time: h	Monitor: BL (Chair)	A shared understanding of how to promote and support good mental health is adopted by all staff.
YES Trust Priority Links Leading with Passion Growing Our People	Ofsted Links Personal Development Behaviour and attitudes	Staff show compassion and have the knowledge and skills to respond to the emotional wellbeing and mental health needs of pupils (including signposting for additional support).
		A mental health leadership structure is developed, ensuring a consistent approach to understanding, supporting and promoting mental health is achieved throughout the school
Intent: A collective understanding of trauma-informed working is embedded throughout the school.		Impact: All stakeholders feel supported and understood through interactions with school staff. Pupils, families and colleagues feel supported, valued and cared for, with access to advice and / or signposting to external agencies

World Changing Education 3 – Culture of positive attitudes to learning

RAG:	Dates: 2022-2024	Success criteria
Status: <i>In Progress</i>		A culture of positive attitudes to learning is embedded and can be seen in PSD data, behaviour data, in lessons and around the school and in pupil, staff and parental feedback.
		Relationships among learners, staff and visitors throughout the school, reflect the positive and respectful culture and climate.
		Staff use a variety of techniques in how they support and communicate with children, using adaptive approaches based on individual needs and emotions. Pupils' behaviour is understood by staff as a form of communication.
Cost:	Responsible: AB / DB	Behaviour strategies and approaches are co-developed and unified to achieve consistency of expectation across school. Strategies used to support pupils reflect what is written in PCPs and are used effectively

Staff time: h	Monitor: AB	Trends in behaviour are mapped, with interventions put in place where necessary
<u>YES Trust Priority Links</u> Leading with Passion	<u>Ofsted Links</u> Behaviour & Attitudes Personal Development Quality of Education	The instructional core underpins positive attitudes to learning, with lesson content relevant and appropriately pitched so that all pupils can access learning, fully engage and participate in learning activities All staff feel empowered and have the autonomy and responsibility at their level to act upon poor behaviour, engagement and attitudes to learning.
Intent: To create and embed a culture of positive attitudes to learning amongst all pupils.		Impact: Pupils become powerful learners with enquiring minds, confident to take risks in their learning and equipped with the skills to explore, evaluate and apply new knowledge and understanding

Leading with Passion 1 – Instructional Leadership

RAG:	Dates: 2022-2024	Success criteria
Status: In Progress		Cohesion is established through a culture where all stakeholders know and understand the strategic direction of the school, both short and long term
Cost:	Responsible: AB / DB	The expectation, theory and embodiment of high-quality teaching and learning is clearly articulated and modelled.
Staff time: h	Monitor: HP	Data is used to inform strategic decisions that demonstrate additional impact on furthering progress towards pupils' individual goals
<u>YES Trust Priority Links</u> Leading with Passion	<u>Ofsted Links</u> Quality of Education Leadership & Management	All staff receive quality professional development, tailored to the school priorities and personal development needs Staff are empowered through the development of wider roles, with robust KPIs, which strengthen the articulation of the vision and culture of the school and wider trust. 'Instructional Rounds' identify areas of strength in how all aspects of learning is supported, and enables the development of consistent approaches across the school Peer mentoring is utilised to enable reflective and supportive growth and development of all staff.

		Inter-departmental collaboration across the Trust enables sharing of good practice
<p>Intent: Leaders will ensure Keystone Academy grows and develops effectively, ensuring the school culture places the instructional quality and pupils' holistic achievements at the heart of practice. Using an 'Instructional Leadership' approach, leaders will model, nurture, support and challenge staff, embedding a culture of reflective practice which continuously improves.</p>	<p>Impact:</p> <ul style="list-style-type: none"> • The pupils' learning journeys will be at the very core of all that is co-created and collaborated upon, so that all pupils maximise their potential. • Staff feel valued, empowered and motivated to continually improve their practice, understanding their accountability for and impact on outcomes. • Leaders support and identify opportunities for staff growth and development across the school 	

Leading with Passion 2 – Local Governance

RAG:	Dates: 22-24	Success criteria
Status: <i>In Progress</i>		Local support board members are recruited from the community who share the vision for the school and possess the knowledge and skills to provide quality support and challenge
Cost:	Responsible: AB	Timely reporting and information sharing allow all stakeholders to be fully involved and active in their roles to support learning and outcomes
Staff time: h	Monitor: HP	Overall quality of teaching is tracked; data shared with the DoE and uploaded onto Perspective for scrutiny and feedback
<u>YES Trust Priority Links</u>	<u>Ofsted Links Leadership & Management</u>	
<p>Intent A Local Support Board (LSB) will be established who share the vision of the YES Trust, to provide appropriate support and challenge of the leadership within Keystone</p>	<p>Impact Measures are in place for effective scrutiny, feedback and validation, ensuring Keystone is quality assured against targets and the quality of practice to deliver truly world changing education which prepares all pupils for their next steps in life.</p>	

Academy, securing excellent outcomes for all learners	
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Growing Our People – Culture of lifelong learning and development

RAG:	Dates: 22-24	Success criteria
Status: In Progress		PDM's are tailored to individual interests and areas for development, including career progression
Cost:	Responsible: AB	Staff training plan reflects developmental needs of staff, including statutory requirements
Staff time: h	Monitor: HP	Opportunities are created to collaborate across the school and wider trust, allowing good practice to be shared, enabling a culture of reflective practitioners to be developed
<u>YES Trust Priority Links</u> Leading with passion	<u>Ofsted Links</u> Leadership & Management	Staff are given autonomy to lead on areas across the school that have been identified through data analysis as areas for growth and development, aiming for improved outcomes for pupils
Intent To create a culture of lifelong learning and development, recognising practitioners as experts in their field, ensuring that all staff maximise their potential, resulting in high quality impact on pupil outcomes.		Impact Staff become lifelong learners with a desire to improve practice through personal development. Staff will have autonomy to lead areas and groups, sharing good practice, collaborating widely on all aspects of school life.